

FIRST GRADE CA CONTENT STANDARDS RELATED TO BBMT**Standard Identifier: [1.DA:Cr1](#)**

Grade: 1

Content Area: **Arts**Category: **Dance**

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question(s): Where do choreographers get ideas for dances?

Process Component(s): Explore

Performance Standard(s):

- a. Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
- b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

Standard Identifier: [1.DA:Cr2](#)

Grade: 1

Content Area: **Arts**Category: **Dance**

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question(s): What influences choice-making in creating choreography?

Process Component(s): Plan

Performance Standard(s):

- a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.
- b. Choose movements that express an idea or emotion, or follow a musical phrase.

Standard Identifier: [1.MU:Cr2](#)

Grade: **1**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent

Essential Question(s): How do musicians make creative decisions?

Process Component(s): Plan & Make

Performance Standard(s):

a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

Standard Identifier: [1.MU:Cr3.2](#)

Grade: **1**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question(s): When is creative work ready to share?

Process Component(s): Present

Performance Standard(s):

With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Standard Identifier: [1.MU:Pr4.1](#)

Grade: **1**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question(s): How do performers select repertoire?

Process Component(s): Select

Performance Standard(s):

With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

Standard Identifier: [1.MU:Pr4.2](#)

Grade: 1

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question(s): How does understanding the structure and context of musical works inform performance?

Process Component(s): Analyze

Performance Standard(s):

- a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
- b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Standard Identifier: [1.MU:Pr4.3](#)

Grade: 1

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question(s): How do performers interpret musical works?

Process Component(s): Interpret

Performance Standard(s):

With limited guidance Demonstrate and describe music's expressive qualities (such as voice quality, dynamics and tempo) that support the creators' expressive intent.

Standard Identifier: [1.MU:Pr6](#)

Grade: 1

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Process Component(s): Present

Performance Standard(s):

- a. With limited guidance, perform music for a specific purpose with expression.
- b. With limited guidance, demonstrate performance decorum and audience etiquette appropriate for the purpose.

Standard Identifier: [1.MU:Re7.2](#)

Grade: 1

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question(s): How do individuals choose music to experience?

Process Component(s): Analyze

Performance Standard(s):

With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Standard Identifier: [1.MU.Re8](#)

Grade: 1

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

Process Component(s): Interpret

Performance Standard(s):

With limited guidance, demonstrate and identify expressive qualities that reflect creators' and performers' expressive intent.

Standard Identifier: [PE-1.1.22](#)

Grade: 1

Content Area: **Physical Education**

Category: **Rhythmic Skills**

Overarching Standard:

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard:

Create or imitate movement in response to rhythms and musics.

Standard Identifier: [1.DA.Cr1](#)

Grade: 1

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question(s): Where do choreographers get ideas for dances?

Process Component(s): Explore

Performance Standard(s):

- a. Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
- b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

Standard Identifier: [1.DA:Cr3](#)

Grade: **1**

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning

Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Process Component(s): Revise

Performance Standard(s):

Explore suggestions to change movement from guided improvisation and/or short remembered sequences.

Standard Identifier: [1.TH:Cn10](#)

Grade: **1**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Process Component(s): Empathize

Performance Standard(s):

Identify character emotions in a guided drama experience and relate it to personal experience.

Standard Identifier: [1.TH:Cn11.1](#)

Grade: **1**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: 11.1 Theatre artists understand and can communicate through their creative process as they analyze the way the world may be understood.

Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Process Component(s): Interrelate

Performance Standard(s):

- a. Apply skills and knowledge from different art forms and content areas in a guided drama experience.
 - b. Use active listening skills to participate in and observe a guided drama experience.
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Standard Identifier: [1.TH:Cn11.2](#)

Grade: **1**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: 11.2 Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Process Component(s): Research

Performance Standard(s):

- a. Identify similarities and differences in stories from one's own community in a guided drama experience.
 - b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.
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Standard Identifier: [1.TH:Cr1](#)

Grade: 1

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists rely on intuition, curiosity, culture, and critical inquiry.

Essential Question(s): What happens when theatre artists use their culture, imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Process Component(s): Envision, Conceptualize

Performance Standard(s):

- a. Propose potential choices characters could make in a guided drama experience.
- b. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences.
- c. Collaborate with peers to conceptualize costumes and props in a guided drama experience.

Standard Identifier: [1.TH:Cr2](#)

Grade: 1

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question(s): How, when, and why do theatre artists' choices change?

Process Component(s): Develop

Performance Standard(s):

- a. Contribute to the development of a sequential plot in a guided drama experience.
- b. With prompting and supports, participate in group decision making in a guided drama experience.

Standard Identifier: [1.TH:Cr3](#)

Grade: 1

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question(s): How do theatre artists transform and edit their initial ideas?

Process Component(s): Rehearse

Performance Standard(s):

- a. Contribute to the adaptation of the plot in a guided drama experience.
- b. Identify similarities and differences in sounds and movements in a guided drama experience.
- c. Collaborate to imagine multiple representations of a single object in a guided drama experience.

Standard Identifier: [1.TH:Pr4](#)

Grade: **1**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

Process Component(s): Select

Performance Standard(s):

- a. Describe a story's character actions and dialogue in a guided drama experience.
- b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.

Standard Identifier: [1.TH:Pr5](#)

Grade: **1**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question(s): What can I do to fully prepare a performance or technical design?

Process Component(s): Prepare

Performance Standard(s):

- a. With prompting and supports identify and understand that physical movement is fundamental to guided drama experiences
- b. With prompting and supports, identify technical theatre elements that can be used in a guided drama experience.

Standard Identifier: [1.TH:Pr6](#)

Grade: **1**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience in diverse cultures.

Essential Question(s): What happens when theatre artists and audiences share a creative experience?

Process Component(s): Share, Present

Performance Standard(s):

With prompting and supports, use movement and gestures to communicate emotions in a guided drama experience and share with others.

Standard Identifier: [1.TH:Re7](#)

Grade: **1**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

Process Component(s): Reflect

Performance Standard(s):

Recall choices made in a guided drama experience.

Standard Identifier: [1.TH:Re8](#)

Grade: **1**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences, culture, and aesthetics.

Essential Question(s): How can the same work of art communicate different messages to different people?

Process Component(s): Interpret

Performance Standard(s):

- a. Explain preferences and emotions in a guided drama experience or age-appropriate theatre performance.
- b. Identify causes of character actions in a guided drama experience.
- c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience.

Standard Identifier: [1.TH:Re9](#)

Grade: **1**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists apply criteria to understand, explore, and assess drama and theatre work.

Essential Question(s): How do analysis and synthesis impact the theatre artist's process and audience's perspectives?

Process Component(s): Evaluate

Performance Standard(s):

- a. Build on others' ideas in a guided drama experience.
- b. Compare and contrast the experiences of characters in a guided drama experience.
- c. Identify props and costumes that might be used in a guided drama experience.

Standard Identifier: [1.VA:Cr1.1](#)

Grade: **1**

Content Area: **Arts**

Category: **Visual Arts**

Enduring Understanding: 1.1 Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Process Component(s): Imagine, Plan, Make

Performance Standard(s):

Engage collaboratively in exploration and imaginative play with various arts materials.

Standard Identifier: [1.VA:Cr1.2](#)

Grade: 1

Content Area: **Arts**

Category: **Visual Arts**

Enduring Understanding: 1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic

Process Component(s): Imagine, Plan, Make

Performance Standard(s):

Use observation and investigation in preparation for making a work of art.